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AUTHOR	Barfield, Susan C.
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ABSTRACT

The National Endowment for the Humanities Fellowship Program for Foreign Language Teachers K-12 is a summer fellowship program for elementary and secondary school foreign language teachers, and allows teachers to spend 6 weeks abroad developing language skills and an understanding of the target culture. Evaluation of the program included: teacher oral language proficiency testing; a survey of participants, their principals, state foreign language supervisors, Academic Alliance coordinators, and teachers who requested an application but did not submit it. The evaluation investigated how the program was perceived in the foreign language community, the oral language proficiency level of participants and changes during the fellowship, how the program acts as a professional development tool, whether the program facilitates new perspectives or materials for the foreign language classroom, and how the program could be improved. Results indicate that the program is well-designed and continues to strengthen foreign language teaching in the nation's schools. (MSE)

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ED 423 702

NATIONAL ENDOWMENT FOR THE HUMANITIES

with additional support from

THE GERALDINE R. DODGE FOUNDATION

FELLOWSHIPS FOR FOREIGN LANGUAGE TEACHERS K–12

An Evaluation

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Susan C. Barfield
January 1994
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Evaluation of the National Endowment for The Humanities Fellowships for Foreign Language Teachers K-12

Submitted by the Center for Applied Linguistics
January 1994

EXECUTIVE SUMMARY

The National Endowment for the Humanities Fellowship Program for Foreign Language Teachers K-12 is a summer fellowship program for elementary and secondary foreign language teachers. The fellowship program allows teachers to spend six weeks abroad developing an in-depth understanding of foreign languages and culture. According to the application introduction, the program is "based on the premise that intensive study in an immersion setting is the most productive way for highly motivated and experienced foreign language teachers to improve their knowledge and proficiency". The NEH program, additionally supported by the Geraldine R. Dodge Foundation, developed from the successful Rockefeller Fellowship Program for Foreign Language Teachers in the High Schools (1986-1991).

The evaluation consisted of ACTFL/OPI oral language proficiency testing; development, mailing and compilation of questionnaires; telephone or personal interviews; and visits to the central office. Questionnaires were sent to 1992 and 1993 Fellows, 1992 Fellows' school principals, State Foreign Language Supervisors, Academic Alliance coordinators, and a random sample of 1994 non-applicants (teachers who had asked for applications but did not apply).

The evaluation addresses the following questions:

1. <u>How is the program perceived in the foreign language community?</u>

   After communicating with various foreign language organizations, prominent professionals within the field, sponsors of the fellowship, fellowship advisory board members, and foreign language teachers, it is concluded that this NEH program is well-respected and held in high esteem.

2. <u>What is the oral language proficiency of the Fellows, and how does it change after their summer fellowship?</u>

   The American Council on the Teaching of Foreign Languages Oral Proficiency Interview showed statistically significant gains in oral language proficiency from the pre-test given before the Fellows left for the summer of 1993 to the post-testing upon their return in the fall. Fellows ranged from Intermediate-Mid to Superior. Native speakers and those teaching the classical languages were not tested.

3. <u>Does the program act as an instrument of professional development for foreign language teachers?</u>

   After assessing the qualitative data from the

questionnaires and interviews, it was determined that the NEH program enables foreign language teachers to grow professionally in numerous ways. Teachers develop confidence in their foreign language proficiency and enthusiasm for their teaching. They promote awareness of cultural diversity in their classrooms and communities. Fellows give hundreds of presentations to their students, faculties, professional organizations, and communities. They pursue future studies and interests, and gain personal and professional prestige. The NEH fellowship allows the integration of the humanities and foreign language disciplines.

4. Is the program a facilitator for new perspectives or materials for the foreign language classroom?

Of the one hundred Fellows who returned their questionnaires, three quarters had developed a curriculum unit based on their projects. Although the central office keeps a record of available materials produced by the NEH Fellows, it is up to the individual requesting the curricula to contact the Fellows directly regarding purchase or sharing of their materials. Currently there is no quality control regarding these materials.

The creation of a Resource Center which would house the Fellows' materials and projects would greatly increase their use, as well as allow some assessment of the quality and appropriateness for possible publication.

5. How might the program be improved?

One of the assets of the NEH program is the continuous self-evaluation of the program by the administration. Short questionnaires, postcards, meetings at professional conferences, and phone conversations give the central office valuable evaluation information.

The NEH Fellowship Program is an outstanding one, and the recommendations included in this report are intended as suggestions for maintaining the high quality of its operation.

The findings and recommendations of this evaluation indicate the NEH Fellowship Program for Foreign Language Teachers deserves the respect it has earned. It is a well run program, continues to strengthen foreign language teaching in the nation's schools, and should be continued.

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NATIONAL ENDOWMENT FOR THE HUMANITIES

with additional support from
THE GERALDINE R. DODGE FOUNDATION

FELLOWSHIPS FOR FOREIGN LANGUAGE TEACHERS K-12

An Evaluation

Submitted by Susan Barfield
Center for Applied Linguistics
January 1994

I. INTRODUCTION

As the United States' population has expanded into more diverse cultures and languages in the last century, foreign language instruction has increased in importance and attempted to meet the needs of the country's increasing linguistic diversity.

The 1980's introduced the entry of the less commonly taught languages (LCTLs) into the educational mainstream. The LCTLs include all languages other than French, German and Spanish. The LCTLs comprise less than 1% of all foreign language enrollments at the K-12 level (Dandonoli, 1987), and 5-8% at the college level (Brod, 1988).

The American Council on the Teaching of Foreign Languages (ACTFL) conducted a foreign language enrollment survey released in October of 1991. Results of the survey measuring public secondary school foreign language enrollment indicated enrollments are increasing at a steady pace, with more than five million students (37.2%) currently taking a foreign language. Spanish, French, German and Latin comprise 97% of all language instruction in grades 7-12. Spanish accounts for 61% of foreign language enrollment. This reflects the increase in the Spanish-speaking population growth in the United States in the last ten years.

However, few students continue to study the language to high levels of proficiency or a working knowledge of the language. Less than twenty per cent of language students go beyond the second level of study, and only approximately 6% of all students leave high school having studied more than two years of a foreign language.

Elementary school foreign language programs are increasing as well. Six states have mandated foreign language study at the elementary level, and about 4.2% of public elementary school students receive foreign language instruction. Spanish and French account for 96% of the enrollments, with Japanese, German, Italian, Latin, and Russian sharing the remaining four per cent.

The Center for Applied Linguistics (CAL) conducted a similar survey in 1987, but included data from private schools as well. Based on the responses to the survey, the percentage of elementary

private schools that offered foreign language instruction (34%) was twice that of public schools (17%). Private schools at both the elementary and secondary levels tended to offer the less commonly taught languages such as Russian, Italian, Hebrew, and Greek.

There are several dramatic changes in foreign language education within recent years. Tucker (1990) argues that Americans need to develop genuine competence in English and *at least* one other language to enhance our national growth and development in international trade and politics. Foreign language instruction can include foreign language experience (FLEX), "typical" foreign language in the elementary school (FLES), two-way bilingual, or foreign language immersion programs. These types of programs are expanding in the foreign language community. For example, there are now more than 139 schools in 25 states which offer immersion programs (CAL, 1993). Lindholm (1987) identified 30 two-way bilingual programs in operation in 1987, and by early 1993 a directory by the National Center for Research on Cultural Diversity and Second Language Learning listed programs in 87 school districts, representing 156 schools in 17 states (Christian & Mahrer, 1993).

As more research becomes available regarding second language acquisition, teaching strategies and curricula have been revised. There is a need for content-based instruction in foreign language education (Padilla, Fairchild, & Valadez, 1990). Articulation between the various foreign language programs, especially from the elementary to secondary levels, is essential. Current curricula must be expanded and advanced to encompass levels of language ability that heretofore have not been reached in American public education (Byrnes, 1991). Teacher education programs must reflect the research findings as well.

II. PROGRAM HISTORY

The National Endowment for the Humanities Fellowship Program for Foreign Language Teachers K-12 is a summer fellowship program for elementary and secondary foreign language teachers. The fellowship program allows teachers to spend six weeks abroad developing an in-depth understanding of foreign languages and culture. According to the application introduction, the program is "based on the premise that intensive study in an immersion setting is the most productive way for highly motivated and experienced foreign language teachers to improve their knowledge and proficiency." The NEH program, additionally supported by the Geraldine R. Dodge Foundation, developed from the successful Rockefeller Fellowship Program for Foreign Language Teachers in the High Schools (1986-1991). The Rockefeller Foundation fellowships were established from a proposal by Dr. Claire Gaudiani, Connecticut College President, when she was Senior Fellow in the Department of Romance Languages at the University of Pennsylvania in 1986.

The fellowships allow teachers an opportunity to advance their language proficiency and study or conduct research in a foreign culture. Each Fellow designs an individual project related to the humanities that will strengthen his or her foreign language teaching program. Fellows are expected to share the results of their fellowships with other education professionals.

Teachers eligible for the fellowships must have three years full-time teaching experience (at least one half of their schedule in foreign languages), be employed by a U.S. school or U.S. school abroad, and intend to teach foreign languages at least five more years. Teachers of ESL are not eligible, although bilingual education or immersion teachers might be eligible depending on their teaching assignment.

Applications are due on or before October 31st of the year preceding the proposed summer fellowship. Preliminary reviewers are chosen by the central office and they are sent approximately 15-20 applications to review and rate on a scale of 1 to 4, the latter being the highest rating. Each application is rated by at least three reviewers. Finalists are selected by a minimum score chosen by the Program Director. Fellows and Alternates are chosen at the Final Review Meeting in February by eight Final Review panelists.

Each application is judged on the proposed study plan as well as the applicant's achievement and previous professional involvement. The proposed study plan is assessed for organization, feasibility, likely future impact on foreign language teaching, and evidence that the study plan will challenge the applicant.

Fellows are required to submit two reports regarding their summer study. A two-page Fall Report following their summer fellowship describes how they spent their summer and any changes that occurred from their original plans, specific plans for sharing their new knowledge/materials with others, and a short evaluation of the program. The Final Report is due a year later. In that 2-3 page report, Fellows are asked how the fellowship has affected their teaching careers, what specific teaching materials were produced and how they have been shared with others, and again their opinion of the program.

III. ABOUT THE PROGRAM

To date the program has awarded a total of 126 NEH Foreign Language fellowships, 62 teachers in 1992 and 64 teachers in 1993. Twenty-five of these were targeted for teachers of less commonly taught languages or of Spanish, sponsored by the Geraldine R. Dodge Foundation. SONY has sponsored a fellowship each year for the best project involving telecommunications technology. In 1992, one fellowship was sponsored by former Rockefeller Fellows to acknowledge their support of the NEH program.

There were 381 applicants in 1992, 276 in 1993, and 304 in 1994 (see Appendix A). Approximately fifty per cent of the applications each year are for Spanish study. French study is

requested by twenty-seven per cent of the applicants. Although these two languages comprise over three quarters of the applications, they also are the dominant languages taught throughout the United States.

Females outnumber males by a ratio of at least four to one each year. There are more applications from the high school level, followed by middle school, with the fewest coming from the elementary schools. Public schools send more applications than private schools. The majority of applications come from suburban school areas, with urban ranking next, and rural areas submitting the fewest.

Hawaii and Montana are the two states which have had no NEH Fellows and did not submit any applications for the 1994 fellowship. Vermont, North Dakota, Maine, Alaska, and Idaho also have had no NEH Fellows, but had one application each for 1994. These states should be considered for targeting for future presentations at professional meetings or conferences. Interestingly, applications have been received from American Samoa, Hong Kong, Puerto Rico, England, Japan, the Netherlands, Taiwan, and the Virgin Islands.

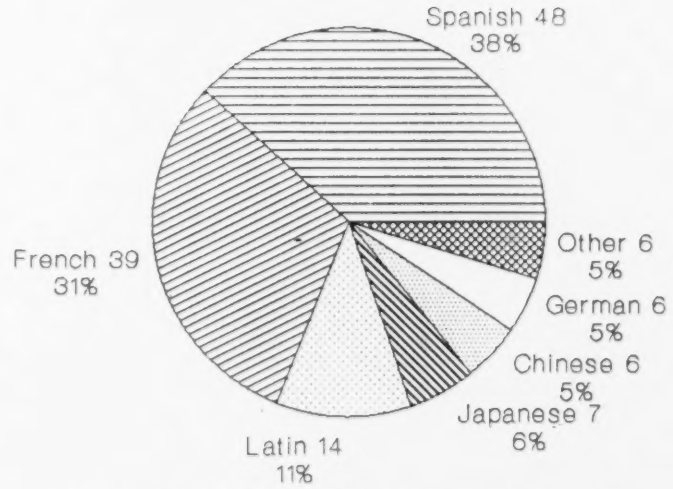
Most teachers who apply have at least a Master's degree and only five per cent have no previous travel experience. Forty-three per cent of the applicants have 3-8 years teaching experience, twenty-three per cent 9-14 years, and thirty-four per cent have taught for over 15 years.

The Fellows chosen from the applicants follow the above patterns in school level, type of school, school area, highest degree obtained, teaching experience and previous travel with the following exceptions (see Figures 1 and 2). In both 1992 (9 elementary vs. 6 middle school) and 1993 (9 elementary vs. 7 middle school) there were more elementary school level Fellows than middle school Fellows. In 1992 there were more rural Fellows (30) chosen than suburban (27), but this was reversed in 1993 (14 rural vs. 29 suburban).

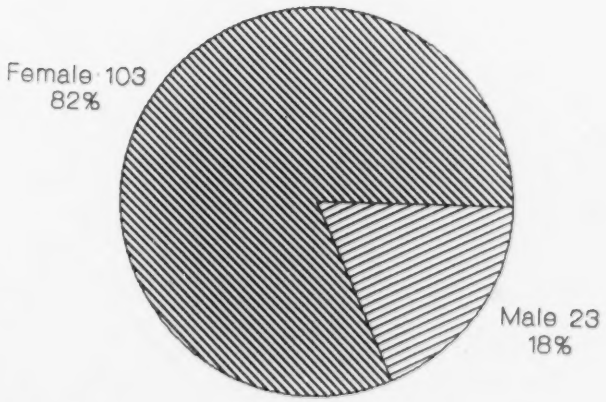
The central office continues to promote the program with various forms of publicity. The most direct is giving workshops for foreign language teachers at professional conventions, which have included Southwest Conference on Language Teaching (SWCOLT), Pacific Northwest Council of Foreign Languages (PNCFL), Northeast Conference on the Teaching of Foreign Languages, and Central States Conference on the Teaching of Foreign Languages in 1992 and Illinois Council on Teaching of Foreign Languages (ICTFL), Central States SWCOLT, Northeast Conference, and PNCFL in 1993. In 1992 flyers were mailed to various teacher groups, with a focus on teachers in the critical languages (700 Japanese teachers, 188 Chinese teachers, 174 Russian teachers and 5 Arabic teachers in K-12) and FLES teachers. In May of 1992 a special mass mailing which included over 20,000 teachers was sent to teachers in areas where the program has less direct contact, and to teachers of less-commonly-taught languages. The following year in May 1993, the program targeted specific states where applications had been low (Nebraska, Alaska, Nevada, Missouri, Kentucky, South Carolina,

FIGURE 1

NEH FELLOWSHIP PROGRAM
1992 & 1993 FELLOWS



LANGUAGE TO BE STUDIED



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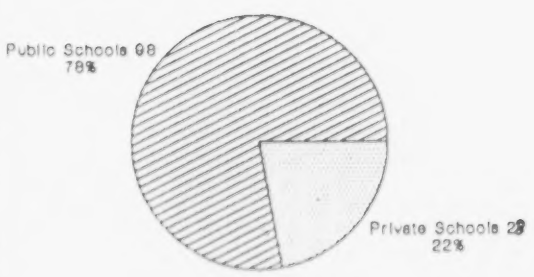
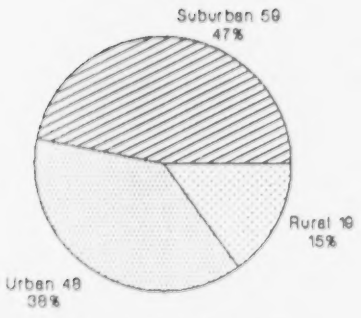
Other-Russian, Italian, Tagalog, Samoan

FIGURE 2

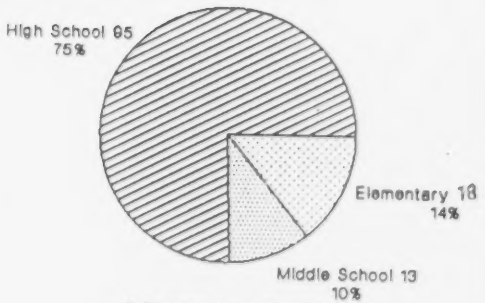
SCHOOL INFORMATION
1992 & 1993 FELLOWS



TYPE OF SCHOOL



LOCATION OF SCHOOL



SCHOOL LEVEL

South Dakota, Minnesota, and Louisiana).

Each year the administration seeks additional funding from outside sources. Over thirty corporations and foundations have been solicited for additional funding, as well as eleven publishers. This has resulted in several commitments, including one fellowship per year by the SONY Business and Professional Group, and one fellowship each in 1994 by the DC Heath/Raytheon Company and the Macmillan Foundation.

IV. EVALUATION PROCEDURES

The Center for Applied Linguistics (CAL) was contracted by the Program Director at Connecticut College, Dr. Doris Meyer, to conduct an evaluation of the National Endowment for the Humanities Fellowship Program for Foreign Language Teachers K-12. CAL consultant Susan Barfield collected the data, conducted the statistical analysis and evaluation of the data, and drafted the evaluation report. CAL staff members Nancy Rhodes and Donna Christian monitored the project and reviewed the final report.

The evaluation addresses the following questions:

1. How is the program perceived in the foreign language community?
2. What is the oral language proficiency of the Fellows, and how does it change after their summer fellowship?
3. Does the program act as an instrument of professional development for foreign language teachers?
4. Is the program a facilitator for new perspectives or materials for the foreign language classroom?
5. How might the program be improved?

Method

The evaluation consisted of oral language proficiency testing; development, mailing and compilation of questionnaires; telephone or personal interviews; and visitations to the central office.

Oral language proficiency was measured by trained raters using the American Council on the Teaching of Foreign Languages Oral Proficiency Interview (ACTFL/OPI). Certified language proficiency testing is available in 23 languages. The interview can be in person or by telephone, and consists of five sections, based on the progression of ability: warm-up (basic introduction), level check (finding comfortable level for interviewee), probing (pushing for upper level proficiency, role play (switching of roles from interviewee to interviewer), and wind-down. Interviews last 20-30 minutes. Participants are rated on one of nine levels (see Appendix B) from Novice-Low to Superior. The interview is audio-taped and then evaluated by another rater. If there is a discrepancy between the two raters, a third rater is utilized.

Because of the importance of this oral assessment, CAL requested that Language Testing International of ACTFL use only raters with extensive experience using the OPI and who train future OPI raters. Rather than give some interviews in person and others on the telephone, it was decided that it would be more reliable to give all oral interviews by phone. Native language speakers were not tested.

Questionnaires concerning the fellowship program were developed and sent with self-addressed, stamped return envelopes to 1992 and 1993 Fellows, 1992 Fellows' principals, State Supervisors of Foreign Languages, Academic Alliance coordinators, and a random sample of 1994 non-applicants (those who asked for applications but didn't apply). The evaluator used the central office's preliminary and final review questionnaires and comments from the two previous years.

Personal interviews were conducted with Dr. Claire L. Gaudiani, president of Connecticut College, Dr. Doris Meyer, Program Director, and Ms. Naima Gherbi, Associate Program Director. Mr. Jim Herbert (National Endowment for the Humanities), Mr. Scott McVay (Geraldine R. Dodge Foundation), Mr. Adam Schadle (SONY), four advisory board members, and various professionals from foreign language organizations were contacted by telephone.

The evaluator made several on-site visits to the central office for interviews and data gathering.

V. RESULTS

ACTFL/OPI

Thirty-seven of the 1993 Fellows received both the pre- and post-testing (see Figure 3). Native language speakers were not tested, and the four teachers who scored at the highest level, Superior, in June did not need to be tested again in August. Those teachers studying Latin were not tested for oral language proficiency. There were rating discrepancies for four or five teachers at each pre- and post-testing session, making it necessary to have a third rater rate the audio-tape.

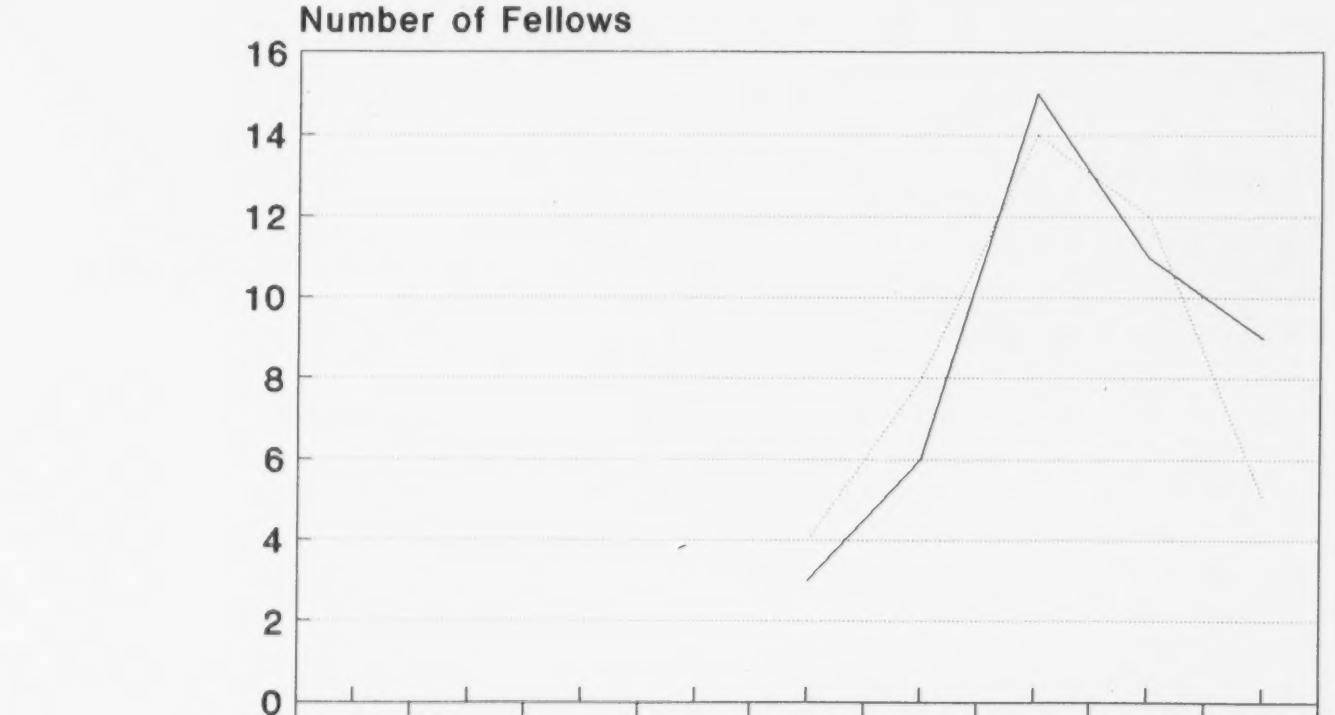
> **"The pre and post-study oral phone interview was a great plus and serves as an excellent tool in measuring professional development."** (1993 Fellow)

The first testing in June had a range from Intermediate-Mid to Superior. Assigning each of the nine levels a number from 1 (Novice-Low) to 9 (Superior) the mean was 7.140, or the Advanced Level with a range of four levels. Although the range remained the same for the post-testing, the mean increased to 7.310. A t-test comparing the pre- and post-tests indicated statistically significant gains ($p<.05$).

"I will call for a OPI within the next week or so, but I don't

FIGURE 3

ACTFL/OPI 1993 TESTING



think it will show how much I really did learn this summer." (1993 Fellow)

Interestingly, this Fellow jumped from an Intermediate-Mid to Intermediate-High. In fact, four of the eight teachers who originally scored in the Intermediate ranges progessed to the Advanced level or improved one step within the Intermediate range at the post testing had formal language instruction as the primary part of their fellowships (see Table I).

TABLE I
ACTFL/OPI 1993 Test Results

Pre-test	Post-test	Spanish	French	German	Chinese	TOTAL
Superior	Superior	1	3	0	0	4
Superior	Advanced	0	1	0	0	1
Adv-High	Superior	2	3	0	0	5
Adv-High	Adv-High	4	3	0	0	7
Advanced	Adv-High	2	0	0	0	2
Advanced	Advanced	6	4	1	0	11
Int-High	Advanced	1	2	0	0	3
Int-High	Int-High	3	1	0	1	5
Int-Mid	Int-High	0	1	0	0	1
Int-Mid	Int-Mid	0	2	0	1	3

The application requires the applicants to self-rate their oral language skills on the OPI or Government (FSI) Scales. When comparing their self-rating to the first ACTFL/OPI rating, a correlation coefficient of .474 indicates that there are often large discrepancies between the 1993 Fellows' perceptions of their oral language abilities and their OPI scores.

Nineteen teachers took both the pre- and post test in French. However, due to an error at Language Testing International, two of those teachers had scored in the Superior range and did not need to be tested again. One teacher had left for her summer study prior to a pre-test interview, but was tested upon her return in August. Scores ranged from Intermediate-Mid to Superior. Thirty-eight per cent, or five teachers, improved one level and one teacher advanced within the Intermediate level from mid to high. Ten teachers remained on the same level, and one fell to a lower level. As can be the case in more subjective assessments, this downward change in levels could be attributed to how an individual is feeling, his or her effort at that sitting, or the relationship between the rater and interviewee.

Of the eighteen teachers pre- and post-tested in Spanish, twenty-eight per cent, or five teachers, improved by one level. The remaining thirteen teachers stayed on the same level. One teacher scored at the Superior range at the initial testing, and one Fellow did not take the final interview. The range for

Spanish-speakers was smaller than for French-speakers, from Intermediate-High to Superior. There were no changes in the level ratings from June to August/September for the two Fellows tested in Mandarin (one at Intermediate-Mid and the other at Intermediate-High) and the one tested in German (Advanced).

It must be noted that progression from one level to the next may require much more study than six weeks, particularly with more complex languages. It should not be assumed that Fellows who remained on the same level did not progress orally, or that it was expected they move on to the next level after their summer study.

> **"Although my oral French test recorded my speaking as "superior" both before and after the Fellowship, my French language on return was improved. My facility with the language, the precision with which I used vocabulary, and especially my intonation, all bore witness to this."** (1993 Fellow)

Results indicate that some foreign language teachers are at an oral language proficiency level in which they are able to satisfy only limited social demands and work requirements. It is of concern that these teachers are teaching these languages with limited oral skills and it is apparent that their oral language skills need to be improved.

Several Fellows requested they receive not only the final rating certificate, but the results of both testing sessions. Several of the Fellows felt anxious about the testing sessions, and questioned why their interviews were different in content and complexity from other Fellow interviews. The answer is that the trained interviewer progresses from easier, basic conversation to more complex language requirements depending upon the Fellow's oral linguistic abilities.

Questionnaires

Questionnaires were developed with the assistance of the central office, and sent to 1992 and 1993 Fellows, 1992 Fellows' principals, State Supervisors of Foreign Languages, Academic Alliance coordinators, and non-applicants (see Table II). There are four predominant questions addressed by the varied questionnaires. The first requests information regarding the public relations/publicity of the program. Second, the questionnaires deal with the application and review process, and why teachers do not apply who request applications. Third, the questionnaire attempts to discover what the professional contributions are of returning Fellows. Finally, a request for recommendations on how the program can be improved is included.

TABLE II

Group	# Mailed	# Responded	% Response
1992/1993 Fellows	125	100	80%
1992 Fellows' Principals	61	32	53%
State FL Supervisors	46	33	72%
Academic Alliance Coordinators	138	44	32%
Non-applicants (random sample)	200	100	50%

1992 and 1993 NEH Fellows Questionnaire (see Appendix C)

One hundred out of 125 questionnaires were returned from the 1992 and 1993 Fellows for an 80% return rate. Many of the Fellows wrote extensively on the comment page, in appreciation for such a worthwhile experience.

> **"I appreciate the opportunity that the fellowship allowed for me to dare to try something different, somewhat like treading into unchartered territory. On my own, I would never have pulled together the financial resources to visit Senegal..."**

Sometimes as the Fellows returned from their summer fellowship they realized that their project could be used in many different classes or subjects. At least 73 teachers brought back slides, photographs, realia, videos, tapes, records, or books from their host countries. Fifty-seven had made presentations to their departments and many of the 1993 Fellows anticipate future professional presentations.

> **"I have decided to introduce French art at all French levels rather than just the advanced level because in studying Impressionist art and seeing it displayed at the Gare d'Orsay, I realized the subject matter can be used to teach many things: colors, weather, seasons, developing a story. It taught me that art is everywhere and should be used daily."**

Another advantage to the program, according to the surveys, was the fact that teachers who participated made international contacts that will be used in the future.

> **"The NEH award has changed my life, enabling me to take a more active part in international academic partnerships--something unheard of in my life before NEH. The magic of networking with Russian educators and professionals in other areas has created an ongoing process of information sharing which is a daily source of excitement that I share with my students via materials collected during my stay in Russia...their excitement about learning Russian is contagious."**

The program can give confidence to participants and a sense of

"connection" to the foreign language and culture being taught, especially for new teachers or those picking up a second or third foreign language.

"My experience in Ecuador greatly enhanced my teaching. I am beginning to feel like a Spanish teacher instead of a French teacher who also teaches Spanish."

The NEH program is advertised extensively. The most common way that the Fellows first heard about the program was in a foreign language journal or newsletter. The most frequently mentioned was the American Association of Teachers of French (AATF). However, over twenty-three other publications were listed. The next most popular way of learning about the program was *at a professional meeting*, followed by *through a friend*. Twenty-two Fellows found out about the program *through a former Fellow*. Interestingly, only eight stated they discovered the program *through their Academic Alliance*.

While 36 of the teachers stated they had no difficulty at all completing the application, 44 others had trouble developing a plan that was detailed and complete enough to make a convincing case for a fellowship. Fifty-three, or 53%, of the Fellows talked through their ideas with friends and colleagues. Twenty-nine per cent received virtually no help.

When asked on the questionnaire, "What was the primary reason for your fellowship?", fifty Fellows answered it was to improve foreign language skills and forty-five Fellows responded it was to develop the foreign language project. This indicates a fairly even distribution of purpose for the fellowship.

While 82% of the teachers felt the development of a specific and detailed humanities-focused study plan was necessary for the success of the Fellow's projects, thirteen percent believed the program could ask for a less-complete study plan without affecting the quality of the project.

However, when asked if the study plan proceeded as originally designed, over half of the respondents stated the plan was modified (usually during the fellowship). Primarily the Fellows had no control over the change as study programs in which they were registered were canceled, or host-families were unable to host the Fellow. Another reason was the change of political climate in a country. Forty-two Fellows used the original study plan with no changes.

The 1992 and 1993 Fellows were fairly evenly split in how their time was allocated overseas. Forty-one teachers had predominantly formal study, fifty emphasized independent study/travel abroad, and four wrote of other activities.

Three quarters of the respondents indicated they have developed a curriculum unit based on their project. However, since the 1993 Fellows have just returned this fall, many wrote that although they do not currently have a curriculum unit, they plan to prepare one in the coming year. Of those teachers who currently

have units, 54 have managed to integrate it into the curriculum so that it is an integral part of at least one course. Fifty-eight also stated that parts of their project have been used in all their courses.

As with the case of the curriculum units, the majority of the 1993 Fellows had not had time to share their projects yet. However, many had already made presentations to their departments, which was the most common way of sharing their experience. When questioned about whether all Fellows should be required to make a professional presentation of their choice to share their experiences/projects and/or enhance awareness of the program, 56 stated YES and 40 stated NO. Many of the negative responses indicated the presentation should be strongly encouraged, but not required.

The grant stipend of $3750 was inadequate for fifty-eight per cent of the teachers. It must be noted that many of these Fellows visited countries with high costs of living such as Japan and Argentina. Other costs incurred were for video equipment, cameras, etc. Necessary modifications in the study plan often changed the financial plans of the Fellow. For example, one Fellow had expected to live with a host family. When he arrived and discovered he was unable to do so, he needed to find a new place to stay, which unfortunately, cost more money. Forty teachers felt the stipend was sufficient.

According to the Fellows who returned the questionnaires, the most common reason other people might have for NOT applying for a fellowship is that *family responsibilities prevented them from devoting six weeks of the summer to a professional project.* Other major reasons include *too little time to complete the application before the deadline* and *they did not feel able to develop a study plan.*

Principal Questionnaire (see Appendix D)

Questionnaires were sent to the principals of the 1992 Fellows. Thirty-two, or 53%, returned the questionnaire. Questionnaires were not sent to the 1993 principals as the 1993 Fellows had just returned from their summer fellowships, and several of the questions would not apply. For example, it would be difficult to determine any impact the fellowship had on the foreign language or other educational programs within the school at such an early date. And there was little time for the Fellows to make presentations or write articles after their return in August. It was also impossible for principals new to the school to answer the questionnaire.

Of those responding, thirty principals, or 94%, believed the presence of a NEH Fellow affected their school by making other teachers more aware of the program. They reported that thirty Fellows had shared their experiences and/or projects with other foreign language teachers in their schools. Twenty-four principals, or 75%, stated there had been an impact outside of the

foreign language program by the Fellow in their school. Examples within the school include humanities and art history, science and global studies, history, music, and home economics classes. Two thirds of the principals felt the Fellow exhibited more leadership as a result of his/her experience abroad.

> **"...participation in the NEH program has brought significant academic achievements to the M.H.S. foreign language program. In addition to the "live action" approach to Russian language study in the class because of having lived in Russia, [the teacher] has received...state and local revenues to put into place interactive video programs in her classes."**

> **"The entire school has stepped up its effort to learn more about Hispanic cultures across the world...planning a trip... to a Spanish-speaking country in the near future."**

Twenty-seven respondents (84%) answered that they encourage their foreign language teachers to apply. Most stated this was done by introducing the teachers to the program. Several mentioned that they assisted with the application when requested. Seven principals replied they did not encourage their foreign language teachers to apply, for reasons that other professionals/materials notify their teachers about the NEH program or they were unaware of the program.

The most common way of recognizing the NEH Fellow by the schools was at the faculty meetings. The second most popular way was an article in the school newspaper. Only four principals stated that the Fellow had not been recognized previously.

All the returned questionnaires were positive in their feedback regarding the NEH program.

> **"The Fellowship increased the teacher's awareness of cultural differences that provided more real experiences which were applicable to the daily instructional program."**

State Supervisor Questionnaire (see Appendix E)

Forty-six questionnaires were sent to State Supervisors of Foreign Languages. Thirty-three questionnaires, or 72%, were returned. If there is no State Supervisor for Foreign Languages for a specific state, as in the cases of Kansas or the Northern Mariana Islands, often the questionnaire was returned blank. North Dakota has no state supervisor, but an appointed liaison from the Foreign Language Association of North Dakota (FLAND) filled out and returned the questionnaire.

The two most common ways of promoting the NEH program, according to those who returned the survey, was through their state offices or through the state professional organization. Information was distributed by the supervisors most commonly in state newsletters. Twelve supervisors mentioned the Academic Alliance as a source.

When questioned about how the NEH Fellows are recognized within their state, fourteen stated the Fellows receive public recognition at a state foreign language association meeting, thirteen responded that the Academic Alliance recognizes them at the local level, and twelve answered the Fellow receives recognition from them or the state superintendent.

The most frequent response to how the returning Fellows shared their experiences was with presentations at state foreign language conferences (21 responses). Presentations in the school districts (16) was the next highest answer, followed by presentations at foreign Academic Alliances (10) and regional foreign language conferences (10).

Twenty-four supervisors, or 73%, see these teachers as making a difference in foreign language concerns in their state. The majority believe the Fellows become more involved with the state foreign language associations.

> **"They have shown that even in an isolated state such as Nevada, teachers can travel abroad and have wonderful experiences and materials to share with others."**

> **"Authentic materials are being incorporated in their instruction, thus developing powerful models of instruction. This year, a recipient went to China and is now developing a middle school Chinese program."**

Although seventeen supervisors responded that the program provides a valuable, much-needed experience and all respondents felt the program should continue, the majority believe the reason many teachers do not apply is because the application process is rigorous and requires careful planning, and can be very time-consuming. One supervisor offered a solution:

> **"Recipients should commit to recruiting applicants for future cycles and provide technical assistance in the completion of the application process."**

Academic Alliance Coordinator Questionnaire (see Appendix F)

As with the State Supervisor Questionnaires, of the 138 questionnaires sent out, many were returned due to the fact that the Alliance was no longer active or had changed coordinators. Forty-four questionnaires, or 32%, were returned.

The three methods that most of the Alliances use to promote the NEH program are promotion at their meetings, mailing brochures about the program to constituents, and having former Fellows talk about their experiences and projects at their meetings. This latter method appears to motivate other teachers to apply, according to the survey.

> **"Perhaps some publicity about it in publications read by school administrators who would then encourage their staff to**

pursue..."

There were three main opinions as to why teachers in their areas are not applying. First, the teachers are unwilling or unable to leave home and family for six weeks. Second, the teachers feel their chances for selection are too small. Third, the teachers do not have time to prepare the application. However, all respondents felt the program should continue.

Five Academic Alliance coordinators requested that shorter term fellowships be considered. The program office should continue to send the coordinators the Directory of Fellows within each state in order to establish contact regarding the Fellows' fellowships and materials.

Non-Applicant Questionnaire (see Appendix G)

Two hundred questionnaires were sent to teachers who requested information about the Fellowship Program but did not apply. These people were randomly selected using a table of random numbers from a list of 1,932 names. One hundred non-applicants returned their questionnaires, totaling fifty per cent of those mailed. Thirty-eight states are represented.

The following indicates how the non-applicants first heard about the NEH Fellowship Program (some non-applicants responded with more than one answer):

	# of teachers
In a foreign language journal/newsletter	*35*
At a professional meeting	*23*
Other (included magazines)	*23*
Through an Academic Alliance	*15*
Through a friend	*12*
Through a former Fellow	*12*
From my department chair or district FL supervisor	*10*

As can be seen from above, the program has a variety of publicity sources. *Teacher Magazine* was the source most often mentioned.

Fifty-eight per cent of the teachers were highly interested in the program when they requested information, and sixty-two per cent indicated they were planning to apply in the future. The most common reason for not applying was that too little time remained to complete the application before the deadline (38%). The second most common reason was that the teachers (31%) did not feel able to develop a study plan.

"I was not sure my study plan idea would meet your criteria."

"I feel I can be a top candidate for consideration but feel strongly about the need to develop a plan which supplies a void in my professional development rather than piquing the interest of the selection committee."

"I would have liked to have had a "mentor" or professor to talk with about my plan. I did not know who to contact."

At least seven of the non-applicants wrote that they had applied for the NEH grant previously, but had been unsuccessful. Unsuccessful applicants are informed in their notification letters that the application reviewers' comments will be supplied upon request.

"I have applied in the past but my project was not accepted. This seems to be one of the most difficult aspects of the program: to develop a study program which is accessible and possible to achieve."

Twenty-nine non-applicants (29%) stated that family responsibilities prevented them from devoting six weeks of summer to a professional project. Several teachers requested that the number of weeks of study be reduced. This included two teachers who teach in year-round schools.

"I teach at a single track year round school. The longest school break we have is 4 weeks."

As in previous questionnaires, the perception of the NEH Fellowship program is very positive. Words such as "highly regarded", "prestigious", and "wonderful opportunity" are examples of comments. Ninety-seven of the non-applicants who returned their questionnaires felt the program should continue, and the remaining three teachers did not answer that specific question. There was an underlying concern among many of the non-applicants that the program was only for well-experienced, well credentialed, and highly visible foreign language teachers.

"But can a "regular" (ie."normal") classroom teacher be accepted? It seems a bit unattainable!"

"...it's wonderful program, but they are intimidated from applying because they think you have to have an amazing, original study plan and amazing credentials to be accepted."

Preliminary Reviewers Questionnaire

Sixty-six out of 68 preliminary reviewers (97%) returned the 1992 preliminary review questionnaire to the central office. Ninety-six per cent, or 46/48 1993 preliminary reviewers sent back their questionnaires. Twenty-five of the respondents were preliminary reviewers for both 1992 and 1993.

Slightly more than three-quarters of the reviewers (78%) felt they had enough time to evaluate and rate the applications. There were differences between the two years. All but one of the reviewers who felt they needed more time were reviewers in 1992. In 1992 several raters expressed the desire that the applications

arrive sooner.

> **"Please make every effort to send out application packets by November 15 as originally promised. (Mine arrived 20 days late.)"** (1992)

This concern was addressed by the program office and applications were sent out earlier in 1993.

Ninety-two per cent believed the review process was well organized, and that the process ensured that the best applications received recognition. Perhaps because in the Rockefeller fellowship preliminary review, reviewers met in teams to do the rating, several people stated they would prefer meeting in small groups to discuss and support preliminary review ratings.

> **"Then we met to discuss our ratings. I found that helpful, although, for the most part, we were quite close in our ratings."**

> **"...I felt a composite scored arrived at by a group of reviewers working in conference provided, overall, a better judgement of the proposals."**

It was also mentioned that only four rating levels might be a little restrictive and not discriminate enough between proposals.

> **"Personally, I would like to see a wider range of possible rankings...I have the same problem here with a lot of my 3's, some of which are close to 4's and some of which are only a bit stronger than 2's."**

Another theme which arose from the comments of the preliminary reviewers was the validity of the applicant's self-rating of language proficiency. Five reviewers asked that a copy of the ACTFL Guidelines be included in their packets.

> **"...must use the terminology of ACTFL Guidelines...A self-evaluation of "very good" or "distinguished" (?) is meaningless and useless."**

> **"Either Californians/Arizonians speak better Spanish than other Spanish teachers on average or the self assessments were not accurate."**

An important issue that was brought up in many of the comments regarding the program was the confusion as to the main objective of the program and how that fits into proposals by teachers with limited experience and language skills.

> **"Perhaps more guidance could be given in the guidelines as to need vs. expertise and the relationship to proficiency."**

(1992)

"Perhaps there could be a few grants reserved for those with little travel/study abroad experience. It is hard for their proposals to compete with those who are very experienced in these matters." (1992)

"...it seems that some way must be found to encourage those whose language ability truly need improvement to apply." (1993)

One preliminary reviewer asked that teachers from immersion programs be considered in the future. Two reviewers asked that foreign language administrators or supervisors be considered. Several reviewers asked for lists of the finalists as well as the chosen Fellows to be sent to them. Although four reviewers requested that they receive a list of the Fellows' projects and information on how to contact the Fellows regarding their projects, the program office stated that this is currently done. Another request by some reviewers was that the comment sheet be put on computer disk.

Final Reviewers Questionnaire

Seven of the eight (88%) 1992 final reviewers returned their questionnaires and all eight (100%) of the 1993 reviewers answered the questionnaire and submitted comments.

Overall the reviewers were complimentary and positive about the NEH program and the final review process. All sixteen respondents felt the guidelines they received with the packet of finalist applications explained clearly how to read and rate the applications.

"The guidelines were sufficiently clear for our purposes. Moreover, the follow-up phone call from Naima asking how I was doing with the reading of project plans was supportive and offered opportunity to discuss ratings."

"I thought the Program Director's recommendation that we read through all the project plans to obtain a general idea of the breadth and calibre of proposals was most useful. When I started the second reading and rating, I felt much more comfortable with the rating system."

All reviewers but one felt they were given enough time to read, rate and write comments about the applications prior to coming to the final review. The one who felt a bit rushed stated that he had filled in for an ill colleague as a final reviewer at the last minute. Every reviewer felt the overall final review process was not only well organized, but exemplary. In fact, words

such as "exceptional", "impressive", and "superb" were frequent.

> **"Supremely, superbly, brilliantly, charmingly. Very impressive indeed. We did not merely have fun (that, too) but the weekend was focused entirely on the panel, the applicants, the program."**

All respondents agreed that the common assessment and team-oriented approach was effective in reaching a final decision. There were several suggestions to improve the process.

> **"Yes, it is extremely useful to hear the comments of the other panelists, who bring different knowledge and different experience to the discussions. This would not be as good or fair to the applicants if it was done in complete isolation."**

> **"Team oriented approach and the additional input from specialists' in the field of the applicant provided fairness and uniformity to the process."**

> **"In many instances, we had evaluated the candidates almost identically prior to the meeting."**

> **"Our different perspectives, of language, culture, and the specific needs of our disciplines, played a very important role in the give-and-take process of the evaluation."**

It was recommended by several 1992 final reviewers that at the beginning of the final review process, several applications be graded by the whole committee to establish clear guidelines and ratings.

> **"...we need to do a group rating of several applications in order to see how people think and perceive things when they rate candidates."**

This was accomplished by the 1993 Final Review Board.

As mentioned earlier in other questionnaires, one final reviewer presented the idea of assigning +'s and -'s to the rating scheme before the applications get to the final review. Another comment, which was similar to several preliminary reviewers' comments, requested a few fellowships have a specific objective. The reviewer suggested that

> **"...a few fellowships be awarded to candidates who demonstrate acute need of immersion in the language and exposure to the culture, though a really substantive "relationship to significant topics in the humanities" might be lacking."**

INTERVIEWS

Personal interviews were conducted with Claire Gaudiani, President of Connecticut College, Doris Meyer, Program Director, and Naima Gherbi, Associate Program Director. Telephone interviews included Jim Herbert (NEH), Scott McVay (Executive Director) and Susan Pilshaw (Program Assistant) from the Geraldine R. Dodge Foundation, and Advisory Board Members Judith Liskin-Gasparro, Myriam Met, Ronald Walton and Kathleen Riordan. The following organizations were contacted by telephone regarding the NEH program: ACTFL, SONY and Modern Language Association (MLA).

All interviewees believed the NEH Fellowship is an outstanding program and an excellent professional opportunity for foreign language teachers. Dr. Gaudiani continues her active support of the program and its affiliation with Connecticut College. Primary funders were enthusiastic about the program and it's objectives. The Dodge Foundation is also hopeful more grants will be awarded to teachers in the critical languages such as Chinese, Japanese, and Russian.

All those interviewed were satisfied with the program office communication, although one advisory board member felt little contact had been established. She appeared to have little information regarding the program and had not met with the advisory board. Although she remembered an advisory board meeting scheduled at the 1992 ACTFL conference (but was unable to attend due to a scheduling conflict), she was unaware of any board meeting in 1993. One of her concerns was the lack of "mechanism for evaluation and dissemination of the materials that NEH Fellows complete.

Another board member could not say enough good things about how the program is run. "The administrative aspect is superb...and (the directors) really have a vision for the future of the program." She viewed the program as a "professional shot-in-the-arm" and a real "confidence booster" for teachers. She expressed a concern about the uncertainty in the criteria between need and merit when applications are reviewed.

REVIEW OF FELLOWS' FALL AND FINAL REPORTS

All Fellows are required to submit a two-page Fall Report about their summer experience upon their return from the fellowship. They are to describe how they spent the fellowship and whether their study differed from their plan as stated in the application. Fellows are asked what new teaching materials they are developing as a result of the fellowship and what plans they have for sharing their new knowledge and skills with students, colleagues, and their communities. Finally, they are asked to make comments on the fellowship regarding its objectives, the application and review process, the staff, etc.

The following year after the fellowship summer, the 2-3 page Final Report is due. They are asked to describe the impact the fellowship has had on their teaching careers as well as answer the following questions:

- Has it made a difference in your professional life?
- Do you feel that you have achieved the objectives you set forth for yourself in applying to the fellowship program?
- Did you develop any specific teaching materials as a result of your project and are these materials shareable?
- How did the funding you received fulfill the stated goals of the program: to recognize and encourage foreign language teaching in the schools and to provide excellent teachers with incentives for pursuing professional development and service to your students, colleagues, and your communities?

Many teachers wrote of the progress in their own linguistic abilities, including those who were teaching a second or third language.

> **"New vocabulary words that I hadn't realized I had learned appear in my sentences, and I am proud of my improved pronunciation and speaking ability."**
>
> **"Although certified to teach Spanish in grades 7-12, I was reluctant to use this language outside the classroom, especially with other teachers of Spanish. Being a native speaker of French and Russian, I would compare my fluency in Spanish to these other languages and feel quite limited in my ability to express myself. This summer-long immersion in Ecuadorian life gave me the solid background which I felt I needed."**

According to many Fellows, not only did language skills improve, but there were cultural awareness benefits as well.

> **"I returned to the U.S. with renewed linguistic ability and cultural understanding, not to mention enthusiasm."**
>
> **"I returned to school with three personal goals: to inspire my students to want to learn more French, to make them more aware of global events and how they affect everyone, and to continue to seek ways to fight against racism and cultural misunderstanding."**
>
> **"Every day when I enter the classroom I am more confident in speaking and I can relate personal experiences when we're discussing culture and places."**
>
> **"One person gave me a symbolic gift of chopsticks ("hashi" in Japanese). Hashi is also a bridge. I was a bridge of two very different cultures. By introducing Japanese language and culture, I can build a bigger bridge. Eventually all my students can be a bridge, thus eliminating misunderstanding and prejudice."**
>
> **"It has been my goal to deconstruct the Eiffel Tower as the symbol of French language and culture. A step towards this**

goal was confirmed when I met one of my kindergarten students in the grocery store. I immediately saluted him in French and he responded: "Mademoiselle, people here might think you are from Africa."

Teachers had a sense of renewed enthusiasm and commitment to teaching, especially those who had been teaching many years.

"You allowed me to rediscover the excitement that I have had in teaching Spanish for sixteen years."

"People have noticed a change in me and my teaching and want to know why. I say that it was the summer I spent in Costa Rica with 100% certainty."

Along with that zeal for teaching came increased self-respect as professionals.

"The first impact the Fellowship had is that it gave me a stamp of approval from your prestigious organization which impressed the school where I have started teaching..."

"Because of it (the program) I have gained respect from my colleagues and administrators."

"As a result of this fellowship, I have become more respected in my community and my state as a Spanish teacher."

"Fellows are well respected within the foreign language community, and this award has undoubtedly enhanced my status and visibility as a dedicated professional."

This boost in professional self-worth has led a couple of Fellows to pursue other projects with confidence.

"The most profound impact has been the elevated level of confidence that has resulted in my being a recipient. I know that my ideas are worth consideration and valid. I know that with a little work I can apply for another grant and not feel that I am not worthy nor of the caliber of "scholar" needed to complete the requirements just because I am a *classroom teacher*.

"The success and experience I had enjoyed in the proposal to the NEH ...gave me confidence and a certain amount of expertise in designing our NFIE (National Foundation for the Improvement of Education) proposal..."

Meeting one of the program's objectives, 100% of respondents who returned the Fall and Final Reports stated that they would be sharing their experiences with others, obviously their students

mentioned most frequently.

> **"In fact, one of the major results of receiving the grant has been to make me feel a responsibility to share with other teachers."**
>
> **"Our profession is particularly susceptible to being out-of-touch or no longer current; the study abroad renews and refreshes, permitting the informed, informative and lively sharing that is the goal of teaching."**
>
> **"The NEH Program opened me to South America as well as my 55 Spanish III students, 40 of whom are continuing beyond [my school's] three year language requirement, in Spanish IV and AP Spanish this year. (73% - WOW!)"**
>
> **"...when students can get enthusiastic about the humor of a man now dead, about an era that was innocent, about a way of life that is long gone, then we have reached them!"**

VI. CONCLUSIONS AND RECOMMENDATIONS

The NEH Fellowship for Foreign Language Teachers K-12 is an exemplary program which not only meets its objectives, but serves as an excellent model for other related programs.

1. <u>How is the program perceived in the foreign language community?</u>

After communicating with various foreign language organizations, prominent professionals within the field, sponsors of the fellowship, advisory board members, and foreign language teachers, it is concluded that this NEH program is well-respected and held in high esteem.

There does appear to be some confusion as to the *primary* goal of the program. The two most-commonly perceived objectives are improvement of language proficiency and strengthening the role of humanities in foreign language teaching by a study project. Although the two can and are combined, those most familiar with the former Rockefeller fellowship tend to view the NEH as an extension of the Rockefeller program and stress the foreign language proficiency development. Those people newer to the fellowship, including some of those involved with NEH, see the importance of the humanities study plan as primary.

One Fellow wrote of her astonishment at the large number of Fellows traveling to well represented countries. **"I was surprised to learn that only three French teachers would be going to Africa, and the rest would be going to France, since I remember reading in the application booklet that work in countries not normally represented in the foreign language classroom would be encouraged."** However, this statistic is

heavily dependent upon the number of applicants who apply and their countries of choice.

Another conflicting perception of the program deals with the qualifications of the applicants. While several of the administrators and advisory board members stated that the program should include teachers with more limited teaching experience, little overseas exposure, and needing better language skills, there were fewer such awards given to this type of applicant. The average number of teaching years was 13 for successful applicants. When combining teacher experience into three categories determined by the program office, 39% of the 1992 and 1993 Fellows had 3-8 years experience, 21% had 9-14 years experience, and 40% had over 15 years teaching experience. Seventy-six per cent held Master's degrees or above, and all Fellows but one stated they had previously traveled overseas.

- *The program needs to look at these differing perceptions and address these issues to avoid misunderstanding by future applicants.*

2. <u>What is the oral language proficiency of the Fellows, and how does it change after their summer fellowship?</u>

The American Council on the Teaching of Foreign Languages Oral Proficiency Interview showed statistically significant gains in oral language proficiency from the pre-test given before the Fellows left for the summer of 1993 to the post-testing upon their return in the fall. Fellows ranged from Intermediate-Mid to Superior. Native speakers and those teaching the classical languages were not tested.

Several Fellows expressed concerns regarding the OPI testing and requested they receive both the scores from the pre- and post-testing sessions.

- *It is recommended that future evaluators send an additional information sheet regarding the ACTFL testing to Fellows prior to the initial testing to help alleviate unnecessary misunderstandings or stress regarding this testing procedure. Fellows should receive the results of both testing sessions as well as the final rating certificate.*

3. <u>Does the program act as an instrument of professional development for foreign language teachers?</u>

After assessing the qualitative data from the questionnaires and interviews, it is determined that the NEH program enables foreign language teachers to grow professionally in numerous ways. Teachers develop confidence and enthusiasm in their foreign language proficiency and teaching. They promote awareness of cultural diversity in their classrooms and communities. Fellows give hundreds of presentations to their students, faculties, professional organizations, and communities. They pursue future studies and interests, and gain personal and professional prestige. The NEH fellowship allows the integration of the humanities

and foreign language disciplines.

4. Is the program a facilitator for new perspectives or materials for the foreign language classroom?

Of the one hundred Fellows who returned their questionnaires, three quarters had developed a curriculum unit based on their projects. Many of the recently returning 1993 Fellows had not yet completed these units, but had plans to do so within the next year. Fifty-eight per cent had been able to use parts of their projects in all their courses, and over sixty original videotapes and audiotapes have been produced. Numerous slides and photographs have been taken overseas and used in the classrooms.

Although the central office keeps a record of available materials produced by the NEH Fellows, it is up to the individual to contact the Fellow directly regarding purchase or sharing of their materials. Currently there is no quality control regarding these materials.

- *The creation of a Resource Center which would house the Fellows' materials and projects would greatly increase their use, as well as allow some assessment of the quality and appropriateness for possible publication. This would also increase Fellow accountability for completion of their projects. Although costly, such a center would help those teachers unable to participate in the program to benefit from those teachers who have studied overseas. A central location would eliminate individual contact with each Fellow for each set of materials a teacher requests.*

5. How might the program be improved?

One of the assets of the NEH program is the continuous self-evaluation of the program by the administration. Short questionnaires, postcards, meetings at professional conferences, and phone conversations give the central office valuable evaluation information. For example, the program included elementary school foreign language teachers for the first time due to many requests. Currently, the program's criteria have changed, opening up to bilingual and immersion teachers who may be eligible. The application itself has been updated and modified yearly. When the preliminary reviewers indicated that the return date for the applications was too early, the time was extended the following year. These are all examples of changes recommended by and implemented by the administration.

Although the NEH Fellowship Program is an outstanding one, the following are suggestions which should be considered.

- *Decision makers should discuss the adequacy of the $3750 grant funding. The fact that the majority of the Fellows had to pay out-of-pocket expenses indicates that there are several issues to be addressed. Should those Fellows traveling to countries with higher costs of living be given more money? What is the financial responsibility of NEH for*

those Fellows whose projects need audio-visual equipment and materials? Should the grant be increased yearly to match inflation and changes in traveling costs? Fellows should be provided this information prior to their decision to accept a fellowship.

- *Part of the requirement for the fellowship should include a post-summer presentation about the program to a local, state, or national professional organization. This would increase public awareness of the program. An option for those teachers uncomfortable with public presentations would be to serve as mentors for future teachers applying for the fellowship.*

- *Another possibility for increasing the visibility of the program is the voluntary identification among past Fellows of an NEH Fellowship Advocate for each state. These Advocates would be responsible for state presentations at foreign language teacher conferences, with registration fees paid by the Fellowship Program. Although the presenter might want to give another session on his/her specific fellowship, the Advocate's state presentation would include a program overview as well as an offer of assistance to future applicants in filling out the application and helping them with their study plans. The list of successful overseas summer programs, institutions, or classes compiled by the central office would aid those teachers who have no connections overseas or need referrals for their study plans. There should be mention of the availability of this list upon request in the application.*

- *Several non-applicants and preliminary reviewers requested that the fellowship include bilingual or immersion education teachers. Interestingly, one of the past NEH Fellows is an immersion teacher. However, this option of opening up the program to these teachers should be further refined and stated in promotional materials.*

- *The central office received high praise from the questionnaires and interviews. Currently, the office is in need of updated software to compile the increasing amount of data it receives. To better evaluate the program, the application booklet might contain mail-back postcards which include such demographic information as age, ethnicity, and socio-economic status.*

- *It might be beneficial for those new Fellows anticipating their summer fellowships to have names of former Fellows who have studied in the country or countries they are to visit. As one Fellow wrote, **"I hope that a mentoring network will be established so that new fellows can gain vital information to function effectively and culturally appropriately. I also hope that future fellows can benefit from contacts established by previous fellows."***

Everyone contacted felt satisfied with the application process. These are some ideas to be discussed for possible implementation in the future.

- *Applicant names should be removed before sending the application to be rated.*
- *Send an information sheet with the entire application process to the preliminary reviewers.*
- *Design sample applications from each category with detailed comments for first-time reviewers.*
- *Assign experienced preliminary reviewers to act as contacts for those reviewing for the first time who might have questions regarding the review process.*
- *Perhaps appoint one final reviewer from the previous Final Review Board to act as chairperson for the following year and offer consistency in the reviewing process as well as a resource for final review board questions.*
- *At the end of the Final Review process, when there are only a few fellowships available, perhaps the top 10-15 remaining applications could be read by all reviewers and then discussed. This would eliminate the possibility of one final reviewer being more prolific or persuasive and thus his/her applications better represented.*
- *Applicants' self-ratings on the ACTFL/OPI scale might be more valid if more comprehensive definitions are presented for each level or range.*

The Advisory Board is composed of influential and prominent members of the foreign language community. Their expertise and contacts could be valuable for solicitation of funding and public relations.

- *The Advisory Board should meet on an annual basis. It was attempted at the ACTFL conference in 1992, but should be scheduled before or after the actual conference so conflicts would be minimal. Advisory Board members should be sent narrative updates and be kept current on program issues.*

As these findings and recommendations suggest, the NEH Fellowship Program for Foreign Language Teachers deserves the respect it has earned. It is a well run program, continues to strengthen foreign language teaching in the nation's schools, and should be continued.

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APPENDIX

A. Summary Data on 1992 & 1993 Fellows and 1994 Applicants

B. ACTFL/OPI Rating Scales

C. Fellow Questionnaire

D. Principal Questionnaire

E. State FL Supervisor Questionnaire

F. Academic Alliance Coordinator Questionnaire

G. Non-Applicant Questionnaire

THE NEH FELLOWSHIP PROGRAM FOR FOREIGN LANGUAGE TEACHERS K-12

Profile of 1992 & 1993 Fellows

I. Language to be Studied

	1992	1993	Total
Spanish	22	26	48
French	18	21	39
Latin	4	10	14
Japanese	5	2	7
Chinese	4	2	6
German	4	2	6
Russian	2	1	3
Italian	1	0	1
Tagalog	1	0	1
Samoan	1	0	1

II. Type of School

	1992	1993	Total
Public	48	50	98
Private	14	14	28

III. Location of School

	1992	1993	Total
Suburban	30	29	59
Urban	27	21	48
Rural	5	14	19

Profile of 1992 & 1993 Fellows

V. Sex

	1992	1993	Total
Female	52	51	103
Male	10	13	23

VI. Level

	1992	1993	Total
High School	47	48	95
Middle School	6	7	13
Elementary School	9	9	18

VII. Location of Study

	1992	1993	Total
Africa	3	3	6
Central America	4	5	9
China	2	2	4
Caribbean	2	0	2
Dominican Republic	0	2	2
France/Belgium	13	16	29
Germany/Austria/	4	2	6
Great Britain	0	2	2
Greece	1	0	1
Israel	0	1	1
Italy	4	6	10
Japan	5	2	7
Mexico	6	5	11
Philippines	1	1	2
Puerto Rico	0	1	1
Russia	2	1	3
South America	7	5	12
Spain	5	7	12
Taiwan	2	0	2
Turkey	0	1	1
Western Samoa	1	0	1

IV. Home State:

	1992	1993	Total
AZ	0	1	1
CA	4	10	14
CO	2	1	3
CT	2	3	5
DC	1	0	1
FL	2	1	3
GA	2	1	3
IL	3	1	3
IN	1	3	4
IA	1	0	1
KS	0	2	2
KY	1	1	2
LA	2	2	4
MD	3	0	3
MA	2	3	5
MI	1	1	2
MN	1	3	4
MS	0	1	1
MO	0	4	4
NE	1	0	1
NH	0	1	1
NJ	1	0	1
NM	0	1	1
NY	5	3	8
NC	1	2	3
OH	1	2	3
OR	1	4	5
PA	2	2	4
SC	1	1	2
SD	0	1	1
TN	2	1	3
TX	3	2	5
UT	0	1	1
VA	3	1	4
VI	1	0	1
WA	5	2	7
WV	1	0	1
WI	2	2	4
WY	1	0	1
Amer. Samoa	1	0	1
Hong Kong	1	0	1

THE NEH FELLOWSHIP PROGRAM FOR FOREIGN LANGUAGE TEACHERS K-12

Profile of 1994 Applicants

I. Language to be Studied

Spanish	158
French	76
German	25
Latin	16
Chinese	11
Japanese	10
Italian	3
Greek	2
Portuguese	1
Ojibwe	1
Samoan	1

II. Type of School

Public	242
Private	62

III. Location of School

Suburban	118
Urban	113
Rural	73

IV. Home State: The Applicants come from 46 states, 2 U.S. Territories and 5 foreign countries.

AL	3	KS	6	NY	19	WV	0
AK	1	KY	4	NC	7	WI	12
AR	2	LA	4	ND	1	WY	0
AZ	1	ME	1	OH	4	American Samoa	1
CA	31	MD	10	OK	5	England	1
CO	7	MA	8	OR	10	Hong Kong	1
CT	8	MI	5	PA	10	Japan	2
DE	1	MN	16	RI	1	The Netherlands	1
DC	3	MS	4	SC	10	Taiwan	2
FL	10	MO	9	SD	2	Virgin Islands	2
GA	10	MT	0	TN	5		
HI	0	NE	2	TX	8		
ID	1	NV	3	UT	1		
IL	10	NH	3	VA	9		
IN	5	NJ	11	VT	1		
IA	3	NM	0	WA	7		

APPENDIX B

Oral Proficiency Rating Scales

Government (FSI) Scale	Academic (ACTFL/ETS) Scale	Definition
5	**Native**	Educated native speaker
4+ 4 3+ 3	**Superior**	Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations. (4 and 4+ indicate near native ability)
2+	**Advanced Plus**	Able to satisfy most work requirements and show some ability to communicate on concrete topics
2	**Advanced**	Able to satisfy routine social demands and limited work requirements
1+	**Intermediate-High**	Able to satisfy most survival needs and limited social demands
1	**Intermediate-Mid**	Able to satisfy some survival needs and some limited social demands
	Intermediate-Low	Able to satisfy basic survival needs and minimum courtesy requirements
0+	**Novice-High**	Able to satisfy immediate needs with learned utterances
0	**Novice-Mid**	Able to operate in only a very limited capacity
	Novice-Low	Unable to function in the spoken language

For further details: Alice C. Omaggio, Teaching Language in Context: Proficiency-Oriented Instruction (see Appendix A) Boston: Heinle & Heinle, 1986.

Or contact: ACTFL (American Council on the Teaching of Foreign Languages)
6 Executive Boulevard, Yonkers, NY 10701 (914) 963-8830

APPENDIX C

FELLOW QUESTIONNAIRE

(126 Questionnaires mailed; 100 responded)

Please answer the following questions.

1. How did you first hear about the NEH Fellowship Program? (Check all that apply.)

8 a. through my Academic Alliance
23 b. through a friend
22 c. through a former Fellow
29 d. at a professional meeting
44 e. in a foreign language journal or newsletter
Name of journal/newsletter: _____
15 f. from my department chair or district foreign language supervisor
11 g. other (please explain): _____
_____

2. What kind of communication (mail, phone) did you have with the central office at Connecticut College during the application process? (Check all that apply and the number of times you contacted the central office.)

	MAIL (# of times)	PHONE (# of times)
I had general questions about the program.	3	42
I requested an application.	50	36
I had questions while I was completing the application.	5	42
I wanted to confirm that my application was complete.	5	5
I wanted to know the status of my application.	5	15
Other (please explain): _____ _____	16	15

3. In your communications with the central office, how would you characterize the responses by the staff? (Check one.)

88 a. Always efficient and responsive
6 b. Usually efficient and responsive
0 c. Sometimes impatient and/or inefficient
0 d. Frequently unpleasant and/or inefficient

If you have a specific comment to make about your communications with the program staff, please use the space below.

4. What difficulties, if any, did you experience in completing the application? (Check all that apply)

36 a. No difficulty at all
14 b. Thinking of a specific goal for the fellowship period
8 c. Deciding whether to participate in a formal study program or work independently
9 d. Deciding how to allocate time during the eight weeks between study and travel, US-based study and time abroad
8 e. Researching options for programs abroad
3 f. Deciding what country/countries to focus on
44 g. Developing a plan that was detailed and complete enough to make a convincing case for a fellowship
1 h. Getting the two required recommendations
4 i. Filling out the section on awards, achievements, and professional activities.
8 j. Other (please explain): _____

_____

5. What kind of help, if any, did you receive in completing your application?

29 a. I received virtually no help.
53 b. I talked through my ideas with friends or colleagues.
13 c. I got considerable help from a former fellow.
10 d. I got considerable help from a colleague other than a former fellow.
3 e. The central office gave me substantive assistance (in addition to answering questions about procedure).
10 f. Other (explain): _____

6. What was the **primary** reason for your fellowship?

50 a. Improve foreign language skills
45 b. Develop the foreign language project
18 c. Other (explain): _____

_____

7. In retrospect, what is your opinion about the development of a specific and detailed humanities-focused study plan as part of the application? (Check one.)

82 a. It is necessary for the success of the fellows' project.
13 b. The program could ask for a less-complete study plan without affecting the quality of the fellows' project.

8. Did your study plan proceed as originally designed?

42 a. the original study plan was used with no changes

15 b. the study plan was modified before the fellowship
Reason: _____

38 c. the study plan was modified during the fellowship
Reason: _____

9. Is there anything you wish you had done differently in your project? Describe briefly:

10. During the six-week fellowship period, how was your time allocated? (Please put the number of weeks on each line.)

41 a. Weeks in formal study abroad

50 b. Weeks in independent study/travel abroad

4 c. Weeks in other activities (please explain): _____
_____

11. Have you developed a curriculum unit based on your project?

75 a. Yes
Describe it briefly: _____
_____

13 b. No

If you answered yes to question 11, please answer question 12.
If you answered no to question 11, please skip question 12.

12. How have you used it?

14 a. I have treated it as a separate unit in a course.

54 b. I have managed to integrate it into the curriculum so that it is an integral part of at least one course.

8 c. I have not yet been able to fit it into a course.

12 d. Other (please explain): _____

13. What audio-visual products have resulted from project? (Check all that apply.)

31 a. Videotapes that I produced

29 b. Audiotapes that I produced

74 c. Slides and/or photographs that I took

73 d. Realia (material produced for everyday use in the culture, such as menus, schedules, magazines, etc.) that I collected.

80 e. Videos, tapes, records, books, etc. that I purchased

14. Have you been able to use parts of your project in all your courses?

58 a. Yes
24 b. Not all, but some. Which? _____
7 c. Only in one course. Which? _____
5 d. Not in any course, so far.

15. What have you done to share your project with colleagues? (Check all that apply.)

57 a. Presentation to my department
35 b. Collaborated with another teacher from my department
29 c. Collaborated with another teacher from a different department than my own
15 d. Presentation to my Academic Alliance
32 e. Presentation at a state-level foreign language conference
18 f. Presentation at a regional foreign language conference
8 g. Presentation at a national foreign language conference
12 h. Wrote article that has been published in a newsletter or journal
Name of newsletter or journal: _____
Date of newsletter or journal: _____
0 i. My project has been published commercially.
Name of publisher: _____
3 j. My project is being considered for publication.
33 k. I have loaned/given copies of my project to colleagues for use in their classes.
28 l. Other (please explain): _____
_____

16. Do you think all Fellows should be required to make a professional presentation of their choice to share their experiences/projects and/or enhance awareness of the program?

56 a. Yes
40 b. No

17. Was the $3750 grant adequate to cover your project expenses?

40 a. Yes
58 b. No How much did you pay out-of-pocket for your summer expenses and to develop your project? $ _____

18. Have you changed as a teacher and foreign language professional as a result of your fellowship? Describe briefly.

19. As you may know, the number of applicants to the program is not as high as expected. Some reasons people might give for NOT applying for a fellowship are listed below. As you think about your friends and colleagues, check up to four principal reasons they might give for NOT applying for a fellowship.

39 a. At the time they received the application, too little time remained to complete it before the deadline.

38 b. They did not feel able to develop a study plan.

13 c. They knew that their building-level administrator would not give them a good recommendation.

14 d. They discovered that they did not meet the eligibility criteria.

25 e. They have to use the summer to earn additional income.

68 f. Family responsibilities prevented them from devoting six weeks of the summer to a professional project.

32 g. They knew the stipend would not be enough to cover all their expenses, and they could not afford to contribute out of their own pockets.

34 h. They liked the idea of a summer fellowship, but knew they would not have the time to do the follow-up work of developing curriculum units.

6 i. They decided that they didn't need the fellowship, since they already have enough opportunities to travel and study abroad, gather materials for their classes, etc.

28 j. They felt that their list of credentials, activities, etc. was not impressive enough.

15 k. They have not been abroad in a long time (or have never been abroad) and were afraid that their second language skills would be too rusty to handle study abroad.

15 l. Other (please explain): _____

_____

20. How do other foreign language teachers you know perceive the fellowship program and its effects?

Thank you for your valuable time and assistance in completing this important questionnaire. If there is anything that you would like to say about the program which was not asked, please use the space below to express your thoughts.

Please send this questionnaire to Susan Barfield, Box 516, Gales Ferry, CT 06335, November 5, 1993, in the enclosed self-addressed, stamped envelope.

PRINCIPAL QUESTIONNAIRE

(61 Questionnaires mailed; 32 responded)

Please answer the following questions.

1. How has the presence of a NEH Fellow(s) affected the foreign language program in your school? (Check all that apply)

30 a. Other teachers are now more aware of the program.
8 b. Other teachers have applied for fellowships.
30 c. Our fellow has shared his/her experiences and/or project with the other foreign language teachers in our school.
21 d. I see our fellow exhibiting more leadership as a result of his/her experience abroad.
1 e. Other (please explain): _____

2. Has there been an impact outside of the foreign language program by the NEH Fellow in your school?

24 YES In what ways? _____

10 NO

3. Do you encourage your foreign language teachers to apply for NEH Fellowships?

27 YES How? _____

7 NO Why not? _____

4. How was the NEH Fellow recognized by your school?

7 a. Over the intercom or in the daily announcements
25 b. Recognized at a faculty meeting
6 c. Recognized by the parent/teacher/student organization
15 d. Article in the school newspaper
9 e. Article in the local newspaper
4 f. Not recognized
12 g. Other (explain): _____

Thank you for your valuable time and assistance in completing this important questionnaire. If there is anything that you would like to say about the program which was not asked, please use the space below to express your thoughts.

Please return this questionnaire to Susan Barfield, Box 516, Gales Ferry, CT 06335, by October 31, 1993, in the enclosed self-addressed stamped envelope.

APPENDIX E

STATE SUPERVISOR QUESTIONNAIRE

(46 Questionnaires mailed; 33 responded)

Please answer the following questions.

1. To your knowledge, how is the NEH Fellowship Program promoted in your state? (Check all that apply.)

12 a. Through Academic Alliances
19 b. Through my office
18 c. Through the state professional organization
7 d. Solely through the program's efforts
5 e. Other (please explain): _____

_____

2. If you actively promote the program, please briefly describe how you do so:

If you are not currently participating in or promoting this program, please state the reason(s):

3. Once selected, how are NEH Fellows recognized in your state? (Check all that apply)

13 a. Academic Alliances recognize them at the local level
14 b. They receive public recognition at a state foreign language association meeting.
12 c. From the state superintendent and/or me
2 d. Other (please explain): _____

_____

4. To your knowledge, how have returning Fellows in your state shared their experiences? (Check all that apply.)

10 a. Presentations at Academic Alliances
16 b. Presentations in the school districts
21 c. Presentations at state foreign language conferences
10 d. Presentations at regional foreign language conferences
1 e. Presentations at national foreign language conferences
1 f. Not at all
4 g. I do not know this information

5. Can you see these teachers making a difference in foreign language concerns in your state?

24 YES How?

2 NO Why not?

6. What is the perception of the program among foreign language teachers in your state? (Check all that apply.)

17 a. It provides a valuable, much-needed experience.
13 b. It allows teachers a great deal of freedom in planning and executing their own professional growth.
13 c. It is difficult to be selected a fellow.
6 d. The application process is overwhelming.
10 e. There are too few fellowships available.
2 f. The program is intended for only an elite few.
6 g. There is not much awareness of the program in my state.

7. In the earlier years, the program received applications from over 800 teachers annually. In recent years, that number has decreased. To what do you attribute this decline in numbers of applicants? (Check all that apply.)

5 a. Other funded opportunities have also been available to foreign language teachers during the recent years.
20 b. Teachers have discovered that the application process is rigorous and requires careful planning, which can be very time-consuming.
8 c. Other (please explain): _____

_____

8. Do you feel the program should continue?

___ YES Why? (Check all that apply.)

25 a. The program provides an important foreign language experience for our teachers.
19 b. If discontinued, no such opportunity for foreign language teachers would be available.
16 c. Returning fellows are making substantial contributions to the profession in terms of leadership and encouragement of other teachers.

___ NO Why not? _____

_____

9. If you are familiar with the program, what sort of changes would you recommend?

Thank you for your valuable time and assistance in completing this important questionnaire. If there is anything you would like to say about the program which was not asked, please use the space below to express your thoughts.

Please return this questionnaire to Susan Barfield, Box 516, Gales Ferry, CT 06335 by October 31, 1993, in the enclosed self-addressed stamped envelope.

ACADEMIC ALLIANCE QUESTIONNAIRE

(138 Questionnaires mailed; 44 responded)

Please answer the following questions.

1. How is your Academic Alliance involved in promoting the NEH Fellowship Program? (Check all that apply.)

34 a. It is promoted at our meetings.
19 b. Former fellows talk about their experiences and their projects at our meetings.
24 c. We mail brochures about the program to our constituents.
4 d. We do not promote it at this time.
5 e. Other (please explain): _____

_____

2. Are teachers in your area eager to apply? ___ YES ___ NO

If YES, why? (Check all that apply.)

17 a. It is a one-of-a-kind opportunity.
11 b. The stipend is generous enough and teachers will have little or no personal expense.
20 c. They have been motivated by the positive experience of our former fellow(s).
3 d. Other (please explain): _____

_____

If NO, why not?

13 a. They do not have time to prepare the application.
19 b. They are unwilling or unable to leave home and family for six weeks.
16 c. They feel their chanced for selection are too small.
3 d. Other (please explain): _____

_____

3. Do you assist your constituents with the application process?

13 a. No
12 b. Our former fellows assist
6 c. Others assist (please explain): _____

_____

How do you or your fellows assist? _____

_____

4. If you are not currently participating in or promoting this program, please state the reason(s):

5. How would you describe the relationship between your Academic Alliance and the NEH Program central office at Connecticut College?

38 a. Good

2 b. Difficult If difficult, why? _____

_____

6. Do you feel the program should continue?

___ a. Yes

Why? (Check all that apply.)

41 The program provides a very important foreign language experience for our teachers.

31 If discontinued, no such opportunity for foreign language teachers would be available.

29 Returning fellows are making substantial contributions to the profession in terms of leadership and encouragement of other teachers

___ b. No If No, why not?_____

_____

7. If you are familiar with the program, what changes would you recommend?

Thank you for your valuable time and assistance in completing this important questionnaire. If there is anything that you would like to say about the program which was not asked, please use the space below to express your thoughts.

Please return this questionnaire to Susan Barfield, Box 516, Gales Ferry, Ct 06335 by October 31, 1993, in the enclosed self-addressed, stamped envelope.

APPENDIX G

NON-APPLICANT QUESTIONNAIRE

(200 Questionnaires mailed; 100 responded)

Please answer the following questions.

1. How did you first hear about the NEH Fellowship Program? (Check all that apply.)

15 a. Through my Academic Alliance
12 b. Through a friend
12 c. Through a former fellow
23 d. At a professional meeting
35 e. In a foreign language journal or newsletter
Name of newsletter or journal: _____
10 f. From my department chair or district foreign language supervisor.
23 g. Other (please explain): _____

2. To the best of your memory, what was your level of interest in applying for a fellowship at the time you requested the application? (check one)

58 a. High; I was almost sure I would apply.
39 b. Medium; I was interested in the program but needed more information.
2 c. Low; I was doubtful I would apply but wanted to know more about it to be sure.

3. Why did you NOT apply for a fellowship? (Check all that apply and place an asterisk (*) next to the major reason.)

38 a. At the time I received the application, too little time remained to complete it before the deadline.
31 b. I did not feel able to develop a study plan.
2 c. I knew that my building-level administrator would not give me a good recommendation.
18 d. I discovered that I did not meet the eligibility criteria.
Please list each criterion you did not meet:
1. _____
2. _____
7 e. I have to use the summer to earn additional income.
29 f. Family responsibilities prevented me from devoting six weeks of the summer to a professional project.
16 g. I knew that the stipend would not be enough to cover all my expenses, and I could not afford to contribute

(question continued on next page)

out of my own pocket.

9 h. I liked the idea of the summer fellowship, but I knew I would not have the time to do the follow-up work.

4 i. I decided that I did not need the fellowship, since I already have enough opportunities to travel and study abroad, gather materials for my classes, etc.

12 j. I felt that my list of credentials, activities, etc., was not impressive enough.

11 k. I have not been abroad in a long time (or have never been abroad) and was afraid that my second language skills would be too rusty to handle study abroad.

27 l. Other (please explain): _____

_____

*Please remember to place an asterisk by your main reason for not applying.

4. Do you intend to apply for a fellowship in the future?

62 a. Yes

3 b. No

35 c. Unsure

5. Do you have friends or colleagues who have considered applying for a NEH Fellowship but have not done so?

18 a. Yes

Why have they not done so? List up to four main reasons, using the letters from question 3 above.

____ ____ ____ ____

75 b. No

6. How do other foreign language teachers you know perceive the fellowship program and its effects?

7. Should the NEH Fellowship Program continue?

97 a. Yes

0 b. No

Why or why not?

Thank you for your valuable time and assistance in completing this important questionnaire. If there is anything that you would like to say about the program which was not asked, please use the space below to express your thoughts.

Please return this questionnaire to Susan Barfield, Box 516, Gales Ferry, CT 06335 by November 24, 1993, in the enclosed self-addressed, stamped envelope.